

# Informal Assessment



a non-standardized measurement a teacher uses to learn what a student is able to do in a certain area of literacy. The teacher interprets the results and uses those results to plan instruction. (e.g., dialog journal entry, reading response, journal, retellings, running records, checklists, anecdotal records, conferencing.)

# 10<sup>th</sup> Gr. Informal Assessment



Literary

Informational

Persuasive

Practical/Workplace

# Informal Assessment



**10<sup>th</sup> Grade Literary Reading** includes whole texts and excerpts from materials such as short stories, novels, essays, poetry, plays, and scripts. The reading materials represent various historical and cultural perspectives.

Program of Studies Students will . . .	Core Content	Performance Level Descriptions Proficient	Reading Strategies Informal Assess.
ELA-8-R-7 Employ reading strategies to locate and apply information in varied print & nonprint (e.g. computers, electronic media, interviews) resources for inquiry projects & other authentic tasks.	RD-H-x.0.1 Locate, evaluate, & apply information for a realistic purpose.	Student locates, analyzes, & applies information for a realistic purpose.	<ul style="list-style-type: none"> <li>• Anticipation guides</li> <li>• Reciprocal teaching</li> <li>• Text connections</li> <li>• Transactive writing</li> </ul>
<p>ELA-8-R-8 Interpret how meaning is influenced by authors' use of language including dialect, word choice, and sentence structure.</p> <p>ELA-EI-R-5 Understand vocabulary in context (e.g., decoding, jargon, dialect, idioms, subtleties or meaning)</p> <p>ELA-EII-R-7 Understand vocabulary in context (e.g., "loaded" words, specialized vocabulary, connotation/ denotation, jargon)</p>	<p>RD-H-x.0.2 Interpret literal &amp; non-literal meanings of words.</p> <p>RD-H-x.0.3 Interpret concrete &amp; abstract terms in meaningful context</p> <p>RD-RD-H-x.0.4 Interpret the meaning of jargon &amp;/or dialect used in a passage.</p> <p>RD-H-1.0.13 Interpret figurative, symbolic, &amp;/or idiomatic (e.g. jargon, dialect) language.</p>	<p>Student demonstrates over-all knowledge of the text, including literal &amp; nonliteral meaning in literary, informational, persuasive, &amp; practical/ workplace text.</p> <p>Student interprets concrete &amp; abstract terms in context.</p> <p>Student eliminates distracters</p>	<ul style="list-style-type: none"> <li>• Cloze</li> <li>• Concept mapping</li> <li>• Frayer Model</li> <li>• Semantic mapping / word sorts</li> <li>• Think alouds</li> </ul>
ELA-8-R-7 Employ reading strategies to locate & apply information in varied print & nonprint (computers, electronic media, interviews) resources for inquiry projects & other authentic tasks.	RD-H-x.0.5 Make, confirm, & revise predictions.	Student makes, confirms, or revises predictions.	<ul style="list-style-type: none"> <li>• Anticipation Guide</li> <li>• KWL</li> <li>• Think aloud</li> <li>• Writing to learn</li> </ul>
<p>ELA-8-R-7 Employ reading strategies to locate &amp; apply information in varied print &amp; nonprint (e.g. computers, electronic media, interviews) resources for inquiry projects and other authentic tasks.</p> <p>ELA-EI-R-3 Identify writers' purposes &amp; techniques used to communicate with different audiences.</p>	RD-H-x.0.6 Paraphrase important parts of a passage.	Student paraphrases important parts of a passage.	<ul style="list-style-type: none"> <li>• Paraphrase</li> </ul>

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**10<sup>th</sup> Grade Literary Reading** includes whole texts and excerpts from materials such as short stories, novels, essays, poetry, plays, and scripts. The reading materials represent various historical and cultural perspectives.

Program of Studies Students will . . .	Core Content	Performance Level Descriptions Proficient	Reading Strategies <b>Informal Assess.</b>
<p>ELA-8-R-3 Analyze transactive reading material (informational, practical / work-place, &amp; persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, &amp; formulating/ supporting opinions.</p> <p>ELA-8-R-7 Employ reading strategies to locate &amp; apply information in varied print &amp; nonprint (e.g., computers, electronic media, interviews) resources for inquiry projects &amp; other authentic tasks.</p> <p>ELA-EII-R-3 Respond critically to &amp; analyze a variety of literary genres (e.g., novels, essays, short stories, poetry, drama) from various periods (e.g., Renaissance, Romantic, Contemporary).</p>	<p>RD-H-x.0.7 Formulate opinions in response to reading a passage.</p>	<p>Student applies information appropriately to solve problems, analyze situations, draw conclusions, identify arguments, &amp;/or formulate opinions.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Anticipation Guide</a></li> <li>• <a href="#">KWL</a></li> <li>• <a href="#">Transactive writing</a></li> <li>• <a href="#">Writing to learn</a></li> </ul>
<p>ELA-8-R-1 Read and understand a variety of materials, making connections to students' lives, to real world issues, &amp;/or to current events.</p> <p>ELA-8-R-2 Apply an understanding of literary elements (e.g., characters, setting, conflict/ resolution, theme, point of view), techniques (figurative language, foreshadowing, characterization), and styles to interpret different genres (e.g., novels, essays, short stories, poetry, drama).</p> <p>ELA-8-R-8 Interpret how meaning is influenced by authors' use of language including dialect, word choice, and sentence structure.</p> <p style="text-align: center;"><b>Continue</b></p>	<p>RD-H-1.0.8 Interpret the meaning of a passage taken from texts appropriate for high school.</p> <p>RD-H-1.0.9 Analyze critically a variety of literary genres.</p> <p>RD-H-1.0.10 Evaluate the influence of literary elements (e.g., characterization, setting, point of view, plot, structure) within a passage.</p> <p>RD-H-1.0.11 Analyze the effect of theme, conflict &amp; resolution, symbolism, irony, analogies, &amp; figurative language.</p>	<p>Student interprets the meaning of a passage.</p> <p>Student demonstrates a broad understanding of literary techniques (such as irony, figurative language), formatting &amp; organizational patterns, &amp;/or persuasive techniques.</p> <p>Students analyze the effect of literacy techniques.</p> <p>Explain the process in which the conflict is resolved.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic organizers</a></li> <li>• <a href="#">Questioning</a></li> <li>• <a href="#">Retellings</a></li> <li>• <a href="#">Semantic mapping word sorts</a></li> <li>• <a href="#">Think alouds</a></li> <li>• <a href="#">Transactive writing</a></li> <li>• <a href="#">Writing to learn</a></li> </ul>

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Program of Studies Students will . . .	Core Content	Performance Level Descriptions Proficient	Reading Strategies <b>Informal Assess.</b>
<p>ELA-EI-R-2 Respond critically to a variety of literary genres (novels, essays, short stories, poetry, drama) &amp; styles by applying a knowledge of characteristics of those genres &amp; literary terms &amp; concepts (theme, character, point of view, figurative language) &amp; by making connections to personal experience.</p> <p>ELA-EI-R-3 Identify writers' purposes &amp; techniques used to communicate with different audiences.</p> <p>ELA-EII-R-3 Respond critically to &amp; analyze a variety of literary genres (novels, essays, short stories, poetry, drama) from various periods (Renaissance, Romantic, Contemporary).</p>	<p>RD-H-1.0.12 Explain how a conflict in a passage is resolved.</p> <p>RD-H-1.0.13 Interpret figurative, symbolic, and/or idiomatic (e.g. jargon, dialect) language.</p> <p>RD-H-1.0.14 Critique the author's word choice, style, content, and use of literary elements.</p>		
<p>ELA-8-R-1 Read &amp; understand a variety of materials, making connections to students' lives, to real world issues, &amp;/or to current events.</p> <p>ELA-EI-R-2 Respond critically to a variety of literary genres (novels, essays, short stories, poetry drama) &amp; styles by applying a knowledge of characteristics of those genres &amp; literary terms &amp; concepts (theme, character, point of view, figurative language) &amp; by making connections to personal experience.</p> <p>ELA-EII-R-3 Respond critically to &amp; analyze a variety of literary genres (novels, essays, short stories, poetry, drama) from various periods (e.g., Renaissance, Romantic, Contemporary).</p>	<p>RD-H-1.0.15 Make connections among literature, students' lives, and/or real-world issues.</p>	<p>Student analyzes content as it applies to students' lives and real-world issues.</p> <p>Student makes clear connections between text, prior knowledge, &amp;/or ideas in the text and analyzes the usefulness of text information by making connections to his/her own experiences and other readings.</p>	<ul style="list-style-type: none"> <li>• Anticipation guides</li> <li>• Student reflection</li> <li>• Writing to learn</li> </ul>
<p>ELA-8-R-6, ELA-EI-R-4, &amp; ELA-EII-R-6 Select and read materials for enjoyment.</p>			<ul style="list-style-type: none"> <li>• Interest inventories</li> <li>• Reading conference</li> </ul>

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**10<sup>th</sup> Grade Informational Reading** includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts

Program of Studies Students will . . .	Core Content	Performance Level Descriptions Proficient	Reading Strategies & Informal Assessments
<p>ELA-8-R-4 Evaluate the effectiveness of techniques &amp; organizational aids (bullets, lists, layout, embedded visuals) in transactive reading materials to enhance understanding &amp; to complete tasks.</p> <p>ELA-8-R-7 Employ reading strategies to locate &amp; apply information in varied print &amp; nonprint (computers, electronic media, interviews) resources for inquiry projects &amp; other authentic tasks.</p>	<p>RD-H-x.0.1 Locate, evaluate, and apply information for a realistic purpose.</p>	<p>Student locates, analyzes, &amp; applies information for a realistic purpose.</p>	<ul style="list-style-type: none"> <li>• Anticipation guides</li> <li>• Reciprocal teaching</li> <li>• Text connections</li> <li>• Transactive writing</li> </ul>
<p>ELA-8-R-8 Interpret how meaning is influenced by authors' use of language including dialect, word choice, and sentence structure.</p> <p>ELA-EI-R-5 Understand vocabulary in context (e.g., decoding, jargon, dialect, idioms, subtleties or meaning).</p> <p>ELA-EII-R-7 Understand vocabulary in context ("loaded" words, specialized vocabulary, connotation/ denotation, jargon).</p>	<p>RD-H-x.0.2 Interpret literal &amp; nonliteral meanings of words.</p> <p>RD-H-x.0.3 Interpret concrete and abstract terms in meaningful context.</p> <p>RD-H-x.0.4 Interpret the meaning of jargon and/or dialect used in a passage.</p>	<p>Student demonstrates overall knowledge of the text, including literal &amp; nonliteral meaning in literary, informational, persuasive, &amp; practical /workplace text.</p> <p>Student interprets concrete &amp; abstract terms in context.</p> <p>Student eliminates distracters</p>	<ul style="list-style-type: none"> <li>• Cloze</li> <li>• Concept mapping</li> <li>• Frayer model</li> <li>• Semantic mapping/ word sorts</li> <li>• Think alouds</li> </ul>
<p>ELA-8-R-3 Analyze transactive reading material (informational, practical/ workplace, &amp; persuasive) to create responses through addressing issues confirming predictions, paraphrasing information to support ideas, formulating/supporting opinions</p> <p>ELA-8-R-7 Employ reading strategies to locate and apply information in varied print &amp; nonprint (computers, electronic media, interviews) resources for inquiry projects &amp; other authentic tasks.</p> <p>ELA-EI-R-1 Read &amp; analyze informational material (biographies, autobiographies, periodicals).</p>	<p>RD-H-x.0.5 Make, confirm, &amp; revise predictions.</p> <p>RD-H-x.0.7 Formulate opinions in response to a reading passage.</p> <p>RD-H-2.0.12 Make predictions &amp; draw conclusions based on what is read.</p>	<p>Student makes, confirms, or revises predictions.</p> <p>Student applies information appropriately to solve problems, analyze situations, draw conclusions, identify arguments &amp;/or formulate opinions.</p>	<ul style="list-style-type: none"> <li>• Anticipation guides</li> <li>• KWL</li> <li>• Think aloud</li> <li>• Writing to learn</li> </ul>



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**10<sup>th</sup> Grade Informational Reading** includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts

Program of Studies Students will . . .	Core Content	Performance Level Descriptions Proficient	Reading Strategies & Informal Assessments
<p>ELA-8-R-3 Analyze transactive reading material (informational, practical/ workplace, &amp; persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, &amp; formulating/supporting opinions.</p> <p>ELA-8-R-7 Employ reading strategies to locate &amp; apply information in varied print &amp; nonprint (computers, electronic media, interviews) resources for inquiry projects &amp; other authentic tasks.</p> <p>ELA-EI-R-3 Identify writers' purposes &amp; techniques used to communicate with different audiences.</p>	<p>RD-H-x.0.6 Paraphrase important parts of a passage.</p>	<p>Student paraphrases important parts of a passage.</p>	<ul style="list-style-type: none"> <li>Paraphrase</li> </ul>
<p>ELA-8-R-4 Evaluate the effectiveness of techniques &amp; organizational aids (bullets, lists, layout, embedded visuals) in transactive reading materials to enhance understanding &amp; to complete tasks.</p> <p>ELA-EI-R-1 Read &amp; analyze informational material (biographies, autobiographies, periodicals).</p> <p>ELA-EI-R-3 Identify writers' purposes &amp; techniques used to communicate with different audiences.</p> <p>ELA-EII-R-4 Interpret structure &amp; organization (page layout/format, organizational aids, graphics) from selected readings.</p>	<p>RD-H-2.0.8 Use text features (illustrations, charts, lists, tables, graphs, tables of contents, indexes glossaries, headings) to enhance understanding of a passage.</p> <p>RD-H-2.0.9 Analyze the organizational patterns in a passage: cause &amp; effect, comparison &amp; contrast, sequence, &amp; generalizations.</p> <p>RD-H-2.0.10 Evaluate the effectiveness of organization &amp; format in fulfilling the purpose of a passage.</p>	<p>Student recognizes the use of text features &amp; organizational patterns to enhance understanding.</p> <p>Student demonstrates a broad understanding of literary techniques (such as irony, figurative language), formatting &amp; organizational patterns &amp;/or persuasive techniques.</p> <p>Uses page format &amp; layout to interpret information</p>	<ul style="list-style-type: none"> <li>Graphic organizers</li> <li>Reading conferences</li> <li>Reciprocal teaching</li> <li>SQ3R</li> <li>Think alouds</li> </ul>

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Program of Studies Students will . . .	Core Content	Performance Level Descriptions <b>Proficient</b>	Reading Strategies & <b>Informal Assessments</b>
<p>ELA-8-R-3 Analyze transactive reading material (informational, practical/workplace, and persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, and formulating/ supporting opinions.</p> <p>ELA-EI-R-1 Read &amp; analyze informational material (e.g. biographies, autobiographies, periodicals).</p> <p>ELA-EI-R-3 Identify writers' purposes &amp; techniques used to communicate with different audiences.</p>	<p>RD-H-2.0.11 Evaluate the use of supporting details as they relate to the author's message.</p>	<p>Student demonstrates clear and accurate communication skills supported with appropriate, sufficient details &amp;/or examples from the text.</p>	<ul style="list-style-type: none"> <li>• Writing to learn</li> <li>• Writing to demonstrate learning</li> </ul>
<p>ELA-8-R-1 Read and understand a variety of materials, making connections to students' lives, to real world issues, and/or to current events.</p> <p>ELA-EI-R-1 Read and analyze informational material (e.g. biographies, autobiographies, periodicals).</p>	<p>RD-H-2.0.13 Analyze the content as it applies to students' lives and/or real world issues.</p>	<p>Student analyzes content as it applies to students' lives and real-world issues.</p> <p>Student makes clear connections between text, prior knowledge, and/or real-world issues. Student extends ideas in the text and analyzes the usefulness of text information by making connections to his/her own experiences and other readings.</p>	<ul style="list-style-type: none"> <li>• Anticipation guides</li> <li>• Text connections</li> <li>• Writing to learn</li> </ul>
<p>ELA-8-R-6, ELA-EI-R-4, and ELA-EII-R-6 Select and read materials for enjoyment.</p>			<ul style="list-style-type: none"> <li>• Interest inventories</li> <li>• Reading conferences</li> </ul>



# Informal Assessment



**10<sup>th</sup> Grade Persuasive Reading-** includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essay, opinion columns, and advertisements.

Program of Studies	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
<p>ELA-8-R-4 Evaluate the effectiveness of techniques &amp; organizational aids (e.g., bullets, lists, layout, embedded visuals) in transactive reading materials to enhance understanding and to complete tasks.</p> <p>ELA-8-R-7 Employ reading strategies to locate &amp; apply information in varied print &amp; nonprint (computers, electronic media, interviews) resources for inquiry projects &amp; other authentic tasks</p>	<p>RD-H-x.0.1 Locate, evaluate, and apply information for a realistic purpose.</p>	<p>Student locates, analyzes, and applies information for a realistic purpose.</p>	<ul style="list-style-type: none"> <li>• Anticipation guides</li> <li>• Reciprocal teaching</li> <li>• Text connections</li> <li>• Transactive writing</li> </ul>
<p>ELA-8-R-8 Interpret how meaning is influenced by authors' use of language including dialect, word choice, &amp; sentence structure.</p> <p>ELA-EI-R-5 Understand vocabulary in context (decoding, jargon, dialect, idioms, subtleties or meaning)</p> <p>ELA-EII-R-7 Understand vocabulary in context ("loaded" words, specialized vocabulary, connotation/ denotation, jargon)</p>	<p>RD-H-x.0.2 Interpret literal &amp; non-literal meanings of words.</p> <p>RD-H-x.0.3 Interpret concrete and abstract terms in meaningful context.</p> <p>RD-H-x.0.4 Interpret the meaning of jargon &amp;/or dialect used in a passage.</p>	<p>Student demonstrates overall knowledge of the text, including literal &amp; nonliteral meaning in literary, informational, persuasive, &amp; practical / workplace text.</p> <p>Student interprets concrete &amp; abstract terms in context.</p> <p>Student eliminates distracter</p>	<ul style="list-style-type: none"> <li>• Cloze</li> <li>• Concept mapping</li> <li>• Frayer model</li> <li>• Semantic mapping /word sorts</li> <li>• Think aloud</li> </ul>
<p>ELA-8-R-3 Analyze transactive reading material (informational, practical/workplace, &amp; persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, &amp; formulating/ supporting opinions.</p> <p>ELA-R-8-7 Employ reading strategies to locate &amp; apply information in varied print &amp; nonprint (computers, electronic media, interviews) resources for inquiry projects &amp; other authentic tasks.</p>	<p>RD-H-x.0.5 Make, confirm, and revise predictions.</p>	<p>Student makes, confirms, or revises predictions.</p>	<ul style="list-style-type: none"> <li>• Anticipation guide</li> <li>• KWL</li> <li>• Think aloud</li> <li>• Writing to learn</li> </ul>
<p>ELA-8-R-3 Analyze transactive reading material (informational, practical/workplace, and Continue</p>	<p>RD-H-x.0.6 Paraphrase important parts of a passage.</p>	<p>Student paraphrases important parts of a passage.</p>	<ul style="list-style-type: none"> <li>• Paraphrase</li> </ul>

# Informal Assessment



**10<sup>th</sup> Grade Persuasive Reading-** includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essay, opinion columns, and advertisements.

Program of Studies	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
<p>persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, &amp; formulating/ supporting opinions.</p> <p>ELA-8-R-7 Employ reading strategies to locate and apply information in varied print and nonprint (e.g., computers, electronic media, interviews) resources for inquiry projects and other authentic tasks.</p> <p>ELA-EI-R-3 Identify writers' purposes &amp; techniques used to communicate with different audiences.</p>			
<p>ELA-8-R-3 Analyze transactive reading material (informational, practical/workplace, &amp; persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, &amp; formulating/ supporting opinions.</p> <p>ELA-8-R-7 Employ reading strategies to locate and apply information in varied print &amp; nonprint (e.g., computers, electronic media, interviews) resources for inquiry projects and other authentic tasks.</p> <p>ELA-EII-R-2 Read &amp; analyze classic &amp; contemporary persuasive materials (e.g., editorials, articles, advertisements, essays, speeches).</p> <p>ELA-EII-R-3 Respond critically to and analyze a variety of literary genres (e.g., novels, essays, short stories, poetry, drama) from various periods (e.g., Renaissance, Romantic, Contemporary).</p>	RD-H-x.0.7 Formulate opinions in response to reading a passage.	Student applies information appropriately to solve problems, analyze situations, draw conclusions, identify arguments, and/or formulate opinions.	<ul style="list-style-type: none"> <li>• Anticipation guide</li> <li>• KWL</li> <li>• Transactive writing</li> <li>• Writing to learn</li> </ul>

# Informal Assessment



**10<sup>th</sup> Grade Persuasive Reading-** includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essay, opinion columns, and advertisements.

Program of Studies	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
<p>ELA-8-R-3 Analyze transactive reading material (informational, practical/workplace, &amp; persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, and formulating/supporting ideas.</p> <p>ELA-8-R-5 Identify and analyze author's positions, main ideas, and techniques of support in persuasive materials.</p> <p>ELA-EI-R-3 Identify writers' purposes and techniques used to communicate with different audiences</p> <p>ELA-EII-R-2 Read and analyze classic and contemporary persuasive materials (e.g., editorials, articles, advertisements, essays, speeches).</p> <p>ELA-EII-R-5 Identify authors' points of view, persuasive and propaganda techniques, and facts/opinions, especially in persuasive passages.</p>	<p>RD-H-3.0.8 Identify purposes of persuasion.</p> <p>RD-H-3.0.9 Identify an author's position based on evidence in a passage.</p> <p>RD-H-3.0.10 Recognize the appropriateness of an argument for an intended audience.</p> <p>RD-H-3.0.11 Accept or reject an argument, giving supporting evidence from the passage.</p> <p>RD-H-3.0.12 Compare and contrast differing points of view in two or more passages.</p> <p>RD-H-3.0.13 Identify a variety of persuasive and propaganda techniques and explain how each is used.</p> <p>RD-H-3.0.14 Analyze &amp; evaluate the use of persuasive within a passage.</p>	<p>Student identifies and partially analyzes persuasive techniques and purposes of persuasion.</p> <p>Student accepts or rejects an argument giving appropriate supporting details.</p> <p>Student compares and contrasts differing points of view in two or more passages.</p> <p>Student demonstrates a broad understanding of literary techniques (such as irony, figurative language), formatting &amp; organizational patterns, &amp;/or persuasive techniques.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Paraphrase</a></li> <li>• <a href="#">Text connections</a></li> <li>• <a href="#">Transactive writing</a></li> <li>• <a href="#">Writing to learn</a></li> <li>• <a href="#">Writing to demonstrate learning</a></li> </ul>
<p>ELA-8-R-6, ELA-EI-R-4, and ELA-EII-R-6 Select and read materials for enjoyment.</p>			<ul style="list-style-type: none"> <li>• <a href="#">Interest inventories</a></li> <li>• <a href="#">Reading conferences</a></li> </ul>

# Informal Assessment



**10<sup>th</sup> Grade – Practical/Workplace Reading** includes whole texts and excerpts from materials such as articles, letters, memos, brochures, electronic texts, warranties, recipes, forms, memoranda, consumer texts, manuals, schedules, and directions

Program of Studies Students will . . .	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
<p>ELA-8-R-4 Evaluate the effectiveness of techniques &amp; organizational aids (e.g., bullets, lists, layout, embedded visuals) in transactive reading materials to enhance understanding &amp; to complete tasks.</p> <p>ELA-8-R-7 Employ reading strategies to locate &amp; apply information in varied print &amp; nonprint (computers, electronic media, interviews) resources for inquiry projects &amp; other authentic tasks.</p>	<p>RD-H-x.0.1 Locate, evaluate, &amp; apply information for a realistic purpose.</p>	<p>Student locates, analyzes, &amp; applies information for a realistic purpose.</p>	<ul style="list-style-type: none"> <li>• Anticipation guides</li> <li>• Reciprocal teaching</li> <li>• Text connections</li> <li>• Transactive writing</li> </ul>
<p>ELA-8-R-8 Interpret how meaning is influenced by authors' use of language including dialect, word choice, and sentence structure.</p> <p>ELA-EI-R-5 Understand vocabulary in context (e.g., decoding, jargon, dialect, idioms, subtleties or meaning)</p> <p>ELA-EII-R-7 Understand vocabulary in context (e.g., "loaded" words, specialized vocabulary, connotation/denotation, jargon)</p>	<p>RD-H-x.0.2 Interpret literal &amp; non-literal meanings of words.</p> <p>RD-H-x.0.3 Interpret concrete &amp; abstract terms in meaningful context.</p> <p>RD-H-x.0.4 Interpret the meaning of jargon &amp;/or dialect used in a passage.</p> <p>RD-H-4.0.12 Interpret the meaning of specialized vocabulary.</p>	<p>Demonstrates overall knowledge of the text, including literal &amp; non-literal meaning in literary, informational, persuasive, &amp; practical /work-place text.</p> <p>Student interprets concrete &amp; abstract terms in context.</p> <p>Student eliminates distracters</p> <p>Interprets the meaning of specialized vocabulary.</p>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Paraphrasing</li> <li>• Semantic Mapping/ word sorts</li> <li>• Writing to learn</li> </ul>
<p>ELA-8-R-3 Analyze transactive reading material (informational, practical/workplace, &amp; persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, &amp; formulating/ supporting opinions.</p> <p>ELA-8-R-7 Employ reading strategies to locate &amp; apply information in varied print &amp;</p> <p>Continue</p>	<p>RD-H-x.0.5 Make, confirm, and revise predictions.</p>	<p>Student makes, confirms, or revises predictions.</p>	<ul style="list-style-type: none"> <li>• Anticipation guide</li> <li>• KWL</li> <li>• Think aloud</li> <li>• Writing to learn</li> </ul>

# Informal Assessment



**10<sup>th</sup> Grade – Practical/Workplace Reading** includes whole texts and excerpts from materials such as articles, letters, memos, brochures, electronic texts, warranties, recipes, forms, memoranda, consumer texts, manuals, schedules, & directions

Program of Studies Students will . . .	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
nonprint (e.g., computers, electronic media, interviews) resources for inquiry projects & other authentic tasks.			
<p>ELA-8-R-3 Analyze transactive reading material (informational, practical/workplace, &amp; persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, and formulating/supporting opinions.</p> <p>ELA-8-R-7 Employ reading strategies to locate and apply information in varied print and nonprint (e.g., computers, electronic media, interviews) resources for inquiry projects and other authentic tasks.</p> <p>ELA-EI-R-3 Identify writers' purposes &amp; techniques used to communicate with different audiences.</p>	RD-H-x.0.6 Paraphrase important parts of a passage.	Student paraphrases important parts of a passage.	<ul style="list-style-type: none"> <li>Paraphrasing</li> </ul>
<p>ELA-8-R-3 Analyze transactive reading material (informational, practical/workplace, and persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, &amp; formulating/supporting opinions.</p> <p>ELA-8-R-7 Employ reading strategies to locate &amp; apply information in varied print &amp; nonprint (computers, electronic media, interviews) resources for inquiry projects &amp; other authentic tasks.</p> <p>ELA-EII-R-2 Read &amp; analyze classic &amp; contemporary persuasive materials (e.g., editorials, articles, advertisements, essays, speeches).</p>	RD-H-x.0.7 Formulate opinions in response to reading a passage.	Student applies information appropriately to solve problems, analyze situations, draw conclusions, identify arguments, and/or formulate opinions.	<ul style="list-style-type: none"> <li>Anticipation guides</li> <li>KWL</li> <li>Transactive writing</li> <li>Writing to learn</li> </ul>

# Informal Assessment



**10<sup>th</sup> Grade – Practical/Workplace Reading** includes whole texts and excerpts from materials such as articles, letters, memos, brochures, electronic texts, warranties, recipes, forms, memoranda, consumer texts, manuals, schedules, & directions

Program of Studies Students will . . .	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
<p>ELA-8-R-3 Analyze transactive reading material (informational, practical/ workplace, &amp; persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, &amp; formulating/ supporting opinions.</p> <p>ELA-R-8-4 Evaluate the effectiveness of techniques &amp; organizational aids (e.g., bullets, lists, layout, embedded visuals) in transactive reading materials to enhance understanding &amp; to complete tasks.</p> <p>ELA-8-R-7 Employ reading strategies to locate &amp; apply information in varied print &amp; nonprint (ecomputers, electronic media, interviews) resources for inquiry projects &amp; other authentic tasks.</p> <p>ELA-EI-R-3 Identify writers' purposes &amp; techniques used to communicate with different audiences.</p> <p>ELA-EII-R-1 Read and analyze practical/ workplace materials (e.g., warranties, recipes, forms, memoranda, consumer texts manuals).</p> <p>ELA-EII-R-4 Interpret structure &amp; organization (e.g. page layout/format, organizational aids, graphics) from selected readings.</p>	<p>RD-H-4.0.8 Identify essential information needed to accomplish a task.</p> <p>RD-H-4.0.9 Apply the information contained in practical/workplace materials.</p> <p>RD-H-4.0.10 Follow the sequence of information.</p> <p>RD-H-4.0.11 Utilize page format &amp; layout (graphics &amp; organizational aids such as bullets, bold face type, italics &amp; indentation) to interpret information.</p> <p>RD-H-4.0.13 Evaluate clarity of practical/workplace materials.</p>	<p>Student identifies &amp; analyzes essential information needed to accomplish a task.</p> <p>Student uses page format &amp; layout to interpret information.</p> <p>Student recognizes the use of some text features and organizational patterns.</p>	<ul style="list-style-type: none"> <li>• Student demonstration / anecdotal records</li> <li>• Transactive writing to respond to text</li> <li>• Paraphrasing</li> <li>• Writing-to-learn</li> <li>• Student reflection/ self-evaluation</li> <li>• Questioning</li> <li>• Cloze</li> </ul>
<p>ELA-8-R-6, ELA-EI-R-4, and ELA-EII-R-6 Select and read materials for enjoyment.</p>			<ul style="list-style-type: none"> <li>• Interest inventories</li> <li>• Reading conferences</li> </ul>